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APPROACHES TO AN UNDERSTANDING OF THE
PEOPLE OF THE WORLD

A Field Report
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of the Requirements for the Degree
Master of Science in Education

by
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CHAPTER I

INTRODUCTION

The most important task of education today is that of introducing children to the people of the world. It is no longer a question of whether children should be prepared to live in a world community. They will either live in a world community or not live at all. The key to survival depends on education for world understanding.

Purpose of the study. It was the purpose of this study to investigate ways that would help children at the intermediate grade level acquire an understanding of the people in the countries of Norway, Congo, and China.

Importance of the study. The writer in teaching intermediate grades, has noted the need for new approaches to help children develop a sympathetic understanding of the people of the world community in which they live.

In a global world, a new vision is needed in the approach to geography and a broader vision in all the social sciences.

I. DEFINING THE PROBLEM

In the Des Moines, Iowa¹ Public Schools, as in many throughout the country, the central theme for social studies at the intermediate grade level is a study of the people of the world, with principal emphasis being placed on one country in each geographical region as a unit of study. Norway, Congo, and China were chosen as preliminary units because of their geographic locations. However, it is believed by the writer that the information in Chapters II and III can be useful for the teacher-learner in all the countries of the world.

II. DEFINITION OF TERMS

Norway. Norway is one of the Scandinavian countries of Northern Europe. Norway is a long, narrow country which stretches the length of the Scandinavian Peninsula, between Sweden and the North Atlantic Ocean.

Congo. Congo is the short form for the Republic of the Congo (formerly Belgian Congo). For use on maps, Percy²

¹Harlan H. Barrows, Edith Putnam Parker, Clarence W. Sorensen. Our Big World (Chicago: Silver Burdett Company, 1959). (Textbook used in Des Moines, Iowa Public Schools)

²G. Etzel Percy, Geographer of the Department of State. Africa: Names and Concepts (Washington, D.C.: Government Printing Office, November, 1961), p. 3.

has recommended that Congo be identified as the Republic of Congo. Congo, one of the new states of Africa, is located in south-central Africa.

China. China occupies the central portion of the continent of Asia. The mainland of China is under the control of the Chinese Communists. The Government of the Republic of China, the island province of Taiwan, is the legitimate¹ government of China.

Approaches. Approaches, as used in this study refers to "teaching approaches", which will include materials, activities, and resources related to the study.

III. PROCEDURES

The investigator (1) read extensively from varied materials to become informed how understanding of the people of Norway, Congo, and China could be developed and to formulate objectives for resource material to be included. In keeping with these objectives, the investigator (2) made a source file of useful teaching materials for teachers and children, including a file for each of the three countries. The source file includes reading materials, visual aids,

¹Free China's Island Province of Taiwan (New York: China Society of America, 1959), p. 1.

resource people and places; and a list of free and inexpensive materials. The investigator, as a result of the review of literature, (3) presented a study outline which could be followed in teaching the basic concepts of each cultural region, and (4) a check list to determine whether objectives from the review of literature had been met.

CHAPTER II

REVIEW OF THE LITERATURE

Within this chapter the investigator will review pertinent literature of the field in order to establish objectives for teaching approaches that will meet the needs of children in their understanding of people of the world.

"Today's world is a changed world and a changing world. Today's world is a world made small by technical improvement in communication and transportation."¹ The investigator recognizes as a basic objective of teaching approaches today, that these approaches must be different from that offered in the schools one-hundred, fifty, or even ten years ago, for the world today is a different world, posing different problems and requiring different skills and knowledges.

"Science and technology have revolutionized and continue to revolutionize almost every aspect of our lives."² As a result of technology in America the output per manhour

¹John E. McGill. "Organizing the Social Studies Program," Social Studies for Children (Washington, D.C.: Association for Childhood, Education International, Bulletin No. 97), 23.

²Lavonne A. Hanna, Gladys L. Potter, Neva Hagaman. Unit Teaching in the Elementary School (New York: Rinehart and Company, Inc., 1958), pp. 16-19.

has increased eighteen per cent on the average since 1850. During the same period the national income has increased almost twenty-three times, while the average work-week has shrunk to eight hours a day, five days a week. Increased family income has brought higher standards of living for both farm and city workers. Machines have increased the output, given more leisure, and provided a better standard of living for the average American.

Hanna also stated that machines have changed Americans from a simple agrarian to an industrial, urbanized society and have deprived children and youth of many of the opportunities they formerly had of performing household and farm chores and of learning through practical daily experience much of the knowledge and skills needed for living effectively in a simple culture. Life is much more complex today and the knowledge and skills needed must be greatly expanded and specialized. Therefore, children do not perform simple tasks through which they can develop responsibility, self-reliance, and self-confidence.

Children should also have a wholesome respect for all kinds of work and for workers in all kinds of occupations. People today are dependent upon others for food, clothing, recreation, the material and furnishings for their homes, the utilities used, their drinking water, roads, health and safety, and protection of life and property.

Jobs will be eliminated, or will be constantly modified by technological change. "Children today will come to grips with new 'explosions', learning, population, and communication. They will need to know more, have higher skills, deeper insights, and greater flexibility."¹ The investigator has selected as a second objective for teaching approaches, that these approaches must help children develop good attitudes and work habits which are applicable to the tasks they encounter as children as well as those they will meet as adults.

The increasing interdependence of countries and peoples should be stressed to boys and girls. "Whether it is from the games he plays, and the music he sings, the foods he eats, or the devices and machines he uses, the elementary school child can learn some extent of his debt to other peoples."²

Hanna stated that because of exploitation of the natural resources, conservation has become a major need in America. Youth needs to understand that the world's population is rapidly outstripping its resources. Two-thirds of

¹Gertrude M. Lewis, "The Age in Which Our Children Live," Social Studies for Middle Grades (Washington, D.C.), 1960, p. 22.

²Ralph C. Preston, Teaching World Understanding (New York: Prentice-Hall, Inc., 1955), p. 19.

these human beings live or starve on substandard diets. The promise that in future centuries the sea and atomic age may produce more food does not satisfy the hungry stomachs of the people of Asia and Africa.¹ The median home in the world is a one-room hut. Disease is still prevalent. One-third of the world's population is illiterate. The investigator has selected as a third objective for teaching approaches that these approaches must apprise the children of the problems of conservation in American Society and hunger, disease, and illiteracy in less-developed societies.

Urbanization and machines have contributed greatly to the changed pattern of family life in America. In non-technological societies the family is still the producing and consuming unit. Today's children should be helped to discover these differences.

Sociologists and anthropologists have found social stratification existing in every community in America.

The class system in America operates against the individual who fails to measure up to the mores and standards of that class, but the caste system operates against a whole race or religion, and the individual is discriminated against because of physical characteristics about which he can do nothing . . . Much progress has been made within recent years

¹Hanna, op. cit., p. 26.

to improve intercultural and interracial relations.¹

The investigator has selected as a fourth objective for teaching approaches that these approaches should instill in children a knowledge of their own country, pride in it, and respect for the best in the national environment, aspirations, and a wish to improve their native land. Then the children are able to build a feeling of concern for the welfare of those in other nations.

The world has become one, and all people have become neighbors, as a result of the product of science and technology, the conquest of time and distance. Natural barriers have been wiped out by the airplane. In a world grown so small, all persons are neighbors. People, communities, and nations have become dependent on each other for goods and services. Since the United States has greater wealth and resources and a more favorable position, the average American will have a larger role in shaping the future of mankind than will the typical citizen of any other country. For this reason, the writer has selected as a fifth objective for teaching approaches that these approaches should help children become conscious of their obligations as world citizens.

Democracy can best be learned by living democratically. Children can learn democratic principles by

¹Hanna, op. cit., p. 26.

learning to work together, by assuming responsibilities for a share of the day's work, by respecting and appreciating the rights of others, and by putting the welfare of the group above their personal interests.¹

The investigator has selected as a sixth objective for teaching approaches, that these approaches help children understand democratic principles.

Children should be helped in discovering that fundamentally people are the same the world over, and that there are just a few basic biological differences. "Camels and buffalo carts, loinclothes and black skins, may seem strange, but if one looks at the essential characteristics, the chief impression is not one of differences, but of likenesses."²

Youth today should learn that countries are very much like people and are affected by their size, location, history, and beliefs. "Standards of right and wrong vary throughout the world. In the United States it is wrong and may be punished by law to have more than one wife at a time. A Moslem may have four wives."³ It would not be feasible or desirable to attempt to make a study of all the cultures of the world. Therefore, the investigator has selected the countries of Norway, Congo, and China for an intensive study at the

¹Hanna, op. cit., p. 13.

²Preston, op. cit., p. 197.

³Olivia, op. cit., p. 11.

intermediate grade level. The objectives selected for the resource unit aimed at children's understanding these three countries are the following: The resource unit

1. Must be different from those of other years, because of technological changes.¹
2. Should help children develop good attitudes and work habits.²
3. Should apprise children of the problems of conservation in American society and hunger, disease, and illiteracy in less-developed countries.³
4. Should instill in children a knowledge of their own country, pride in it, respect for the best in national environment, aspirations and traditions, and a wish to improve their native land.⁴
5. Should help children become conscious of their obligations as world citizens.⁵
6. Should help children understand democratic principles.⁶

¹McGill, op. cit., p. 23.

²Hanna, op. cit. p. 24.

³Hanna, op. cit., p. 26.

⁴Lewis, op. cit., p. 24.

⁵Preston, op. cit., p. 19.

⁶Hanna, op. cit., p. 27.

CHAPTER III

SOURCE FILE

The wealth of instructional resources today for teaching approaches for approaches to world understanding has increased tremendously in the last decade. Materials in and of themselves, no matter how fine, no matter in what quantity, will not assure an understanding of the people of the world. The value of instructional materials lies in how, why, and when they are used. Because of the constant changes taking place in the world, the teacher today must select up-to-date instructional materials which will best meet the needs of children.

Purpose of the source file. It was the purpose of the writer to select resource materials for a source file for Norway, Congo, and China and evaluate these materials in the light of the objectives. Within this chapter will be listed those materials which pertain specifically to the three subject areas. Materials pertaining generally to all three areas will be included in the Appendix.¹

Procedure. The investigator selected those materials

¹Appendix.

which can be used effectively in teaching approaches for understanding people of the world.

¹
Shapp suggested that lists of materials could be placed effectively in three categories: (1) reading materials; (2) audio-visual materials; and (3) people and places as resources.

I. NORWAY

Reading Materials (Children)

Arbuthnot, May Hill. Time for Fairy Tales Old and New. Chicago: Scott Foresman and Co., 1952.
"The Lad Who Went to the North Wind," pp. 74-75.
"East O' the Sun and West O' the Moon," pp. 88-92.

Arbuthnot, May Hill. Time for Poetry. Chicago: Scott Foresman and Co., 1952.
"Travel", Robert Louis Stevenson, p. 82.

Asbjornsen, Peter Christen and Moe, Jargen. Norwegian Folk Tales. Viking Press, New York, 1960.

Atwater, Richard Tupper, Mr. Popper's Penguins. Chicago: Little, Brown and Company, 1938.
(Penguins)

Aulaire, Ingri. Children of the Northlights. New York: Viking Press, 1935.
(North)

Aulaire, Ingri. Olga. Garden City, New York: Double-Day & Company, 1932.
(Norway)

¹Martha Glauber Shapp, "Using Materials", Social Studies for the Middle Grades. Washington, D.C., p. 89, 1960.

Dalgliesh, Alice. Along the Sunshine Trail. Chicago: Singer Company, 1960.

"Zebedee Fisherman," pp. 215-293; "The Old House," pp. 186-193, Hans Christian Anderson.

Fenner, Phyllis. Time to Laugh. New York: Alfred A. Knopf., 1942, pp. 17-35.

Gates, Perdon. Good Times Tomorrow. Chicago: Macmillan Company, 1951, pp. 183-203.

Golden Book Encyclopedia. New York: Golden Press, 1957, Vol..1.

Hillyer, Virgil Mores. Child's Geography of the World. New York: Appleton-Century, Inc., 1951.

Johnson, Margaret Sweet. Rolf, and Elkhound of Norway. New York: Harcourt, Brace and Co., 1941.

Keene, Frances W. Fun Around the World. Pelham, New York: The Seahorse Press, Inc., 1955, pp. 88-89.

MacGregor, Ellen. Miss Pickerell Goes to the Artic. New York: McGraw Hill Book Co., 1954.

MacSwigan, Marie. Snow Treasure. New York: E. P. Dutton Company, 1942.

Malmstrom, Vincent H. Life in Europe - Norway. Grand Rapids, Michigan: The Fideler Co., 1956.

O'Donnell, Mabel. New If I Were Going. Evanston, Illinois: Row Peterson Co., 1953.

O'Neill, Hester. Picture Story of Norway. New York: McKay & Company, 1953.

Seymour, Alta. Arne and the Christmas Star. Chicago: Wilcox and Follett, 1952.

The World Book Encyclopedia, Chicago: Field Enterprises Inc., Vol. N.

The Britannica Junior. Chicago: Encyclopedia Britannica, Inc., Vol. N.

Reading Materials (Teachers)

Barrows, Parker Sorensen. Our Big World. Chicago: Silver Burdett Co., 1946, pp. 32-47; 143-144.

Cutright, Charters Clark. Living Together Around the World. New York: The Macmillan Co., 1956.

"Glimpses of Norway," Norwegian Information Service, Norway House, 290 Madison Avenue, New York.

Malstrom, Vincent H. and Ruth M. Life in Europe, Norway. Grand Rapids, Michigan: The Fidler Co., 1956.

McConnell, McGuigan. Geography of Many Lands. New York: Rand McNally Co., 1952, pp. 135, 136, 137-147; 187; 196.

McConnell, W. R. Living in Different Lands. Chicago: Rand McNally Co., 1938, pp. 142-145; 148-180.

National Geographic. "Norway, an Active Ally," Washington, D.C., March, 1943, pp. 338-358.

Visual Aids: Des Moines Public Schools Visual Aid Library

Films.

1. Farmer - Fisherman
2. People of Norway

Filmstrip.

1. Norway, Yesterday and Today
2. Norway, People and Occupations

Recordings.

1. "The Spirit of the Vikings" (Collection of six double-face records)
2. "Peer Gynt" (Listening records for creative drawing)

Songs.

1. Music Near and Far. (Music for Living Series, Book IV). Morristown, N.J. Silver Burdett Co., 1956, pp. 14, 42, 74, 105, 106, 108, 134.
2. New Music Horizons, Fourth Book. Morristown, N.J.: Silver Burdett Company, 1953, pp. 56, 60, 64.
3. Singing Every Day. Chicago: Ginn and Co., 1957, pp. 37, 57.

Games and Folk Dances.

1. Norwegian Mountain Dance
2. Map Game

People and Places as Resources

1. Social Science Department, Drake University, Des Moines, Iowa. (List of foreign students available as resource people for use in classroom.)
2. Grandview College, Des Moines, Iowa. (History of Norwegian People).
3. Annabelle Lane, 5248 Garden Drive, Des Moines, Iowa (Chairman, Youth and Children's Work, Iowa Board of International Education).
4. Eleanor Murdock, 3018 Shawnee, Des Moines, Iowa. (Classroom teacher in Des Moines Public Schools, list of resource people from Europe).
5. Phillip (Bill) Geise, 1074 - 42nd Street, Des Moines, Iowa. (Exchange student to Norway).
6. Janet Heath, Box 3, Slater, Iowa. (KDPS Studio Teacher for Social Studies).

Free and Inexpensive Materials.

Norwegian Information Service, 290 Madison Avenue,
New York 17, New York
Up-to-date materials.

Norwegian Information Service, 3516 Massachusetts
Ave., N.W., Washington 7, D.C.

American Map Co., 11 West 46th Street, New York 35,
New York. Map of Norway, 50" x 38" in color - 29¢.

Merrill Books, Education Center, Columbus 16, Ohio,
Norway and Sweden, Pamphlet, 25¢.

Scandinavian Airlines System, 638 Fifth Avenue,
New York 20, New York.
Travel posters obtained free on Scandinavia.

II. CONGO

Reading Materials (Children)

Arbuthnot, May Hill, "Stories from Uncle Remus,"
Time for Fairy Tales. Chicago: Scott Foresman
and Co., 1952. (Negro Folk Tales which traveled
to this country from Africa.)

Arbuthnot, Mary Hill. "Holding Hands," Lenore M. Link,
Time for Poetry. Chicago: Scott Foresman and
Co., 1952, p. 67.

Bethers, Ray. The Story of Rivers. New York:
Sterling Publishing Company, Inc., 1957.

Boer, Freidrich. Igloos, Yurts, and Totem Poles. New
York: Pantheon Books, 1957.

Bradley, Duane. Engineers Did It!. Philadelphia:
J. B. Lippincott, 1958.

Bridges, William. "Journey for Elephants," Through
Golden Windows (Man and His World), Eau Claire,
Wisconsin: E. M. Hale & Co., 1958.

- Britannica Junior. Chicago: Encyclopedia Britannica, Inc., Vol. 1 and 3.
- Caldwell, John C. Let's Visit Middle Africa. New York: The Day Company, Inc., 1958.
- Coy, Harold. The Real Book About Rivers. New York: Garden City Books, 1953, pp. 35-45.
- Dickinson, Alec. The Real Book About Amazing Animals. Garden City, New York: Country Life Press, 1951.
- Enright, Elizabeth. Kintu. Chicago: Russell, Gates and McCullough, Ginn & Co., 1960.
- Franck, Frederick. My Friend in Africa. New York: The Bobbs-Merrill Co., Inc., 1960.
- Goudey, Alice E. Here Come the Lions! New York: Charles Scribner's Sons, 1955.
- Goudey, Alice E. Here Come the Elephants! New York: Charles Scribner's Sons, 1959.
- Golden Book Encyclopedia. New York: Golden Press, Vol. 4, 1957.
- Harris, Joel Chandler. The Favorite Uncle Remus. Cambridge, Mass.: Houghton Mifflin Co., 1948.
- Hoke, Helen. The First Book of Tropical Mammals. New York: Franklin Watts, Inc., 1958.
- Jackson, Kathryn. Homes Around the World. Morristown, New Jersey: Silver Burdett Company, 1957.
- Jauss, Anne Marie. The River's Journey. Philadelphia: Lippincott Company, 1957.
- Lemmon, Robert Still. All About Strange Beasts of the Present. New York: Random House, Inc., 1957.
- Lindgren, Astrid. Sia Lives in Kilimanjaro. New York: The Macmillan Company, 1958.
- McDonell, Phillip. The First Book of the Congo. New York: Franklin Watts, Inc., 1958.

- Meadowcroft, Enid. Gift of the River. New York: The Thomas Y. Crowell Company, 1937.
- O'Donnell, Mabel. If I Were Going. Evanston, Illinois: Row, Peterson and Company, 1948, pp. 270-328.
- Osmond, Edward. Animals of the World. New York: Oxford University Press, 1957. Vol. 1 (Set of 3).
- Quinn, Vernon. Picture Map Geography of Africa. Philadelphia: J. B. Lippincott Company, 1952, pp. 10-27.
- Rasmussen, Carrie. Speech Methods in the Elementary School. "Annie the Elephant", New York: The Ronald Press Co., 1949.
- Smith, Nila B. and Stephen F. Bayne. Distant Doorways. Morristown, N.J.: Silver Burdett Company, 1956, pp. 66-131.
- Tannehill, Ivan Ray. All About the Weather. New York: Random House, Inc., 1953, pp. 214-215.
- The World Book Encyclopedia. Chicago: Field Enterprises, Inc., Vol. 1, 3.
- Todd, Lewis Paul and Kenneth S. Cooper. Old Ways and New Ways. Morristown, N.J.: Silver Burdett Company, 1954.
- White, Anne Terry. All About the Great Rivers of the World. New York: Random House, Inc., 1951.
- Wyer, Ross. The First Book of Weather. New York: Franklin Watts, Inc., 1956.

Reading Material (Teachers)

- American Committee on Africa. A Fact Sheet on Africa. New York: 801 Second Avenue, February, 1962.
- Barrows, Parker Sorenson. Our Big World. Chicago: Silver Burdett Co., 1946, pp. 111-123.

Craig, Gerald S. Science for the Elementary School Teacher. (New Edition) Chicago: Ginn and Co., 1958, pp. 521-538.

Cutright, Charters Clark. Living Together Around the World. New York: The Macmillan Co., 1956, pp. 136-138.

Department of State Bulletin. Africa: Names and Concepts. Washington, D.C.: Bureau of Public Affairs, November, 1961.

Life Magazine. New York: October 13, 1961, pp. 23-24.

Malstrom, Vincent H. and Ruth M. Life in Africa. Grand Rapids, Mich.: The Fiedeler Company, 1956.

McConnell, McGuigan. Geography of Many Lands. New York: Rand McNally Co., 1952, pp. 157-165.

McConnell, W. R. Living in Different Lands. Chicago: Rand McNally Co., 1938, pp. 142-190-198.

Republic of the Congo (Leopoldville) Information Bureau. New York 17, N.Y.

Visual Aids: Des Moines Public Schools Visual Aid Library

Films.

1. Dwellers in Hot, Wet, Countries. (Tropical Africa. Teachers' Use Only).

Filmstrips.

1. Living in Central Africa. (Congo and Guinea Coast)

Songs.

1. Music Near and Far. Music for Living Series. Morristown, N.J.: Silver Burdett Co., 1956, Book 4, pp. 84, 86, 87.

2. Afrikaans Childrens Folksongs. Des Moines Public Library. Folk Music-Africa; Folk Songs-African; Music-Primitive.

People and Places as Resources

1. Sally Wood, 1308 - 30th Street, Des Moines.
Teen-age Director, Y.W.C.A., Des Moines, Iowa.
Area Chairman for Africa-Iowa Board of International Education.
2. Janet Heath, Box 3, Slater, Iowa, KDPS Studio
Teacher for Social Studies.
3. Social Science Department, Drake University, Des Moines, Iowa. (List of foreign students available for classroom use).

Free and Inexpensive Materials on Africa

World Affairs Committee, Brooklyn College, Brooklyn 10, N.Y., 1959, 25¢.

Exploring the New Africa. World Affairs Committee, Brooklyn College, Brooklyn 10, N.Y., 1959, \$1.00
A Series of Articles.

The New Map of Africa in My Mind. Social Education Reprint. World Affairs Committee, Brooklyn College, Brooklyn 10, N.Y.

Studying Africa in Elementary and Secondary Schools. World Affairs Committee, Brooklyn College, Brooklyn, New York. Pamphlet.

Belgian Congo (Up-to-date information) Care United Nations, New York, N.Y.

American Map Co., 11 West 46th Street, New York 10, New York. Map of Africa in color, 29¢ (50"x38").

Merrill Books, Education Center, Columbus 16, Ohio.
The Congo, pamphlet, 25¢.

Fun and Festival, 475 Riverside Drive, New York 27, New York. Booklet on Africa, 50¢

Education in the Belgian Congo. UNESCO, New York
(1958), 36 pp., 20¢

Negro Art in the Belgian Congo. Belgian Government
Information Center, 630 Fifth Avenue, New York 20,
New York, (1958) 98 pp. Free (Kohnitsky, Leon)

III. CHINA

Reading Materials (Children)

Arbuthnot, May Hill. Time for Poetry. "Ring Around
the World" (Annette Wynn, p. 81) Chicago:
Scott Foresman & Co., 1952.

Britannica Junior. Chicago: Encyclopedia Britan-
nica, Inc., Vol. I, III.

Bro, Marguerite Harmon. Sue-mei's Golden Year.
Garden City, New York: Doubleday & Co., 1950.

Carpenter, Frances. Tales of a Chinese Grandmother.
Garden City, N.Y.: Doubleday Doran & Co., 1945.

Creekmore, Raymond. Little Fu. Chicago: The
Macmillan Co., 1947.

Flack, Marjorie. Story About Ping. New York:
Viking Press, 1933.

Golden Book Encyclopedia. New York: Golden Press,
1957, Vol. 1, 4.

Hahn, Emily. Picture Story of China. New York:
McKay, 1946.

Handforth, Thomas. Mei Li. Garden City, New York:
Doubleday and Co., 1938.

Hillyer, Virgil Mores. Child's Geography of the
World. New York: Appleton-Century, Inc.,
1955, pp. 364-374.

Joy, Charles R. Getting to Know the Two Chinas.
New York: Coward-McCann, Inc., 1960.

- Keene, Frances W. Fun Around the World. Pelham,
New York: The Seahorse Press, 1955.
- Lattimore, Eleanor Frances. Bells for a Chinese Donkey. New York: Wm. Morrow Co., 1951.
- Lattimore, Eleanor Frances. Little Pear and His Friends. New York: Harcourt, Brace & Co., 1934.
- Lattimore, Eleanor Frances. Little Pear. New York: Harcourt, Brace & Co., 1931.
- Lattimore, Eleanor Frances. Little Chinese Children. New York: Wm. Morrow Co., 1948.
- Lattimore, Eleanor Frances. Willow Tree Village. New York: Wm. Morrow Co., 1955.
- Liu, Beatrice. Little Wu and the Watermelon. Chicago: Wilcox-Folet, 1954.
- Nourse, Mary A., Delia Goltz. China, Country of Contrasts. New York: Harcourt Brace and Co., 1944.
- Quinn, Vernon. Picture Map Geography of Asia. Chicago: J. B. Lippincott Co., 1955.
- Spencer, Cornelia. Let's Read About China. Grand Rapids, Michigan: The Fideler Co., 1948.
- The World Book Encyclopedia. Chicago: Field Enterprises, Inc., Vol. I, III.
- Time for Fairy Tales. "The Fox's Daughter," Chicago: Scott Foresman and Co., 1952, 166-168.
- Treffinger, Carolyn. "Li Lun, Lad of Courage," Through Golden Windows, (Children Everywhere) Eau Claire, Wisconsin: E. M. Hale and Co., 1958, pp. 167-176.
- Wiese, Kurt. Fish in the Air. New York: Viking Press, 1945.
- Wiese, Kurt. You Can Write Chinese. New York: Viking Press, 1945.

Weise, Kurt. Chinese Ink Stick. Garden City, New York: Doubleday & Co., 1929.

Wood, Esther. Silk and Satin Lane. New York: Longmans, Green & Co., 1939.

Yaukey, Grace (Syndenstricker). Let's Read About China. Grand Rapids, Mich.: The Fideler Co., 1955.

Reading Material (Teachers)

Barrows, Parker Sorenson. Our Big World. Chicago: Silver Burdett Company, 1946, pp. 145-150, 150-156.

Chinese News Service. 1270 Sixth Avenue, New York: 20, N.Y.

McConnell, W. R. Living in Different Lands. Chicago: Rand McNally and Company, 1947, pp. 168-172, 173-174.

McConnell, McGuigan. Geography of Many Lands. Chicago: Rand McNally and Company, 1952, pp. 158-173.

National Geographic. "Around the World in Eighty Days," Washington, D.C.: Vol. C, December, 1951, pp. 705-750.

National Geographic. "Along the Yangtze," "Main Street of China," Washington, D.C.: Vol. XCIII, March, 1948, pp. 324-356.

National Geographic. "How Fruit Came to America," Washington, D.C.: Vol. C, September, 1951, pp. 324-377.

National Geographic. "Our Vegetable Travelers," Washington, D.C.: Vol. XCVI, August, 1949, pp. 145-217.

Grolier Society, Lands and People. "Southern Asia and the Far East," New York: Grolier Society, 1958.

Visual Aids: Des Moines Public Schools Visual Aid Library

Films.

1. Peiping Family
2. Understanding the Chinese
3. What is China?
4. China (Teachers)
5. The Face of Red China (Teachers)

Filmstrips.

- China, Northern I
- China, Northern II

Songs.

- Singing Every Day. Chicago: Ginn and Co., 1957,
pp. 127, 150, 166, 172.
- Folksongs and Dances of China. Des Moines, Iowa:
Des Moines Public Library.

People and Places

1. Miss Eva Gatling, Curator, Des Moines Art Center.
(Teaches Chinese Art and Chinese Ceramics)
2. Peter Chu, 241 Franklin, Des Moines, Iowa.
Student at Grand View College. (Escaped from
Red China).
3. Janet Heath, Box 3, Slater, Iowa. (KDPS Studio
Teacher for Social Studies).
4. Oriental Gift Shop, 824 Locust, Des Moines, Iowa
(Handmade articles from China).
5. Social Science Department, Drake University, Des
Moines, Iowa. (List of foreign students for
classroom use).

Free and Inexpensive Materials

Studying Asia in Elementary Schools. World Affairs Committee, Brooklyn College, Brooklyn 10, N.Y., 1957, 25¢

Durdin, Mao's China. (Foreign Policy Association) World Affairs Committee, Brooklyn College, Brooklyn 10, N.Y., 1959, 50¢.

Fun and Festival. Friendship Press, 475 Riverside Drive, New York, 27, N.Y., A booklet about China, 50¢.

Asia Society, 112 East 64th Street, New York, N.Y. Kublin, Hyman, An Introductory Reading Guide to Asia, 1958, 21 pp., up to 10 copies, free.

China (Nationalist). Consulate General of China, 1250 Sixth Avenue, New York 20, N.Y. Up-to-date information.

American Map Co. 11 West 46th Street, New York 36, New York. Maps of Asia and Near and Middle East, 50"x38", in color, 29¢ each.

American Council on Education. 1785 Massachusetts Avenue, N.W., Washington 6, D.C. H. G. Creel, Chinese Writing, 1945, 16 pp., 25¢

China Society of America. 125 E. 65th Street, New York 21, N.Y. The Republic of China, 1959, 4 pp., free.

China Society of America. 125 E. 65th Street, New York 21, N.Y. Free China's Island Province of Taiwan (Formosa), 1959, 4 pp., free.

Asia Society. 18 East 50th Street, New York 22, New York. Teachers' S. Asia Packet and Teachers' S.E. Asia Packet. Each \$1.00.

Institute of Pacific Relations. 333 Sixth Avenue, New York 14, N.Y. Let's Try Chinese. A book designed to give American beginners a feeling for Chinese language. Single copies, free.

CHAPTER IV

STUDY OUTLINE AND EVALUATION

CHECK LIST

Chapter IV will include a study outline, used by the investigator in teaching units on Congo, China, and Norway, and a check list, which are devised to determine whether objectives derived from review of literature have been accomplished.

Procedure. The study outline includes areas which the investigator explored in teaching units on the Congo, China, and Norway. The study outline has been divided into twelve general topics. Within each main division are suggestions for specific topics. No one child can be expected to become informed about all of the areas of the study outline. In the investigator's experience, children have developed several of the topics to a further extent than is listed. Children have been divided into interest groups, and each group has worked on a specific area of the problem to share with the other class members. The outline is as follows:

STUDY OUTLINE

I. Location

A. Locate the country on

1. The globe
2. Wall map
3. In textbook or reference book

II. Topography

A. Name and locate these natural regions.

1. Mountains
2. Plateaus and/or
3. Plains
4. Rivers and/or
5. Lakes

III. Climate

A. Likeness to ours

B. Different from ours

C. Reasons for likenesses or differences

IV. Plants and Animals

A. Most important plants and animals

B. Adaptations to this region

V. Industries

A. Natural resources

B. Kinds of factories

VI. People

- A. Population
- B. Dress
- C. Homes
- D. Foods they eat
- E. How they earn their living
- F. Recreation

VII. Cities

- A. Locate the capital
- B. Name several large cities and give reasons for their growth.

VIII. Transportation

- A. To other countries and parts of the world
- B. In the cities
- C. In the rural areas

IX. Communications

- A. Different types of communication
- B. Likeness to or different from ours.

X. Government

- A. Head of government
- B. How elected

XI. Culture

- A. Schools
- B. Religion

C. Music, art, literature

D. Customs

XII. Interdependence of the country with the rest of the world

A. Contributions to world

B. How it is dependent

Purpose of the check-list. The investigator has devised a check-list to be used at the intermediate grade level to determine whether objectives derived from review of literature have been achieved.

Procedure. The check-list is in the form of three charts and is comprised of (1) basic understandings; (2) work habits; and (3) attitudes. Each child will check his charts. If the teacher disagrees with the child in his appraisal of his growth, a conference will be arranged and the differences discussed.

The chart for basic understandings has been precisely devised in the light of the following objectives, stated in the review of literature. The resource unit:

1. Must be different from those of other years, because of technological changes.¹

¹Table III.

2. Should help children develop good attitudes and work habits.¹
3. Should apprise children of the problems of conservation in American society and hunger, disease and illiteracy in less-developed countries.²
4. Should instill in children a knowledge of their own country; pride in it; respect for the best in national environment, aspirations and traditions; and a wish to improve their native land.³
5. Should help children become conscious of their obligations as world citizens.⁴
6. Should help children understand democratic principles.⁵

The charts for work habits and attitudes, which were suggested by Hanna, have been constructed to strengthen the second objective, (Resource unit should help children develop good attitudes and work habits) and the sixth objective, (Resource unit should help children understand democratic principles).

¹Tables I and II.

²Table III.

³Table III.

⁴Table III.

⁵Table I.

Table I will be concerned with work habits, Table II with attitudes, Table III with understandings concerning changing conditions (first objective), conservation (third objective), one's own country and pride in its accomplishments, (fourth objective), one's obligation as a world citizen, (fifth objective) and democratic principles, (sixth objective). These charts, which are to be marked by both teacher and pupil can serve at the conclusion of the teaching unit as a check whether objectives have been met.

TABLE I

PUPIL-TEACHER CHECK-LIST OF BOOK HABITS

*Work Habits	Pupil Evaluation	Teacher Evaluation
I listen carefully to directions		
I make plans before beginning work		
I do my work neatly and carefully and to the best of my ability		
I complete each task before beginning a new one		
I know how to locate and use materials I need		
I share materials		

*Lavonne A. Hanna, Gladys L. Potter, Neva Hagaman.
Unit Teaching in the Elementary School (New York: Rinehart
 and Co., Inc.), pp. 377, 380, 384, 1958.

TABLE I (Continued)

Table I. Directions: This is a check-list of your work habits. Read each sentence. Put a check after each sentence that you believe you do to the best of your ability. I will also mark the chart and then we will discuss the chart together.

TABLE II

PUPIL-TEACHER CHECK-LIST OF ATTITUDES

*Attitudes	Pupil Evaluation	Teacher Evaluation
I speak distinctly during discussion periods		
I make good contributions and have reasons for my opinions		
I listen courteously		
I respect the rights and opinions of others		
I am critical-minded		
I help settle disagreements reasonably		
I abide by group decisions		
I take my turn in being a leader and a follower		

*Lavonne A. Hanna, Gladys L. Potter, Neva Hagaman.
Unit Teaching in the Elementary School (New York: Rinehart and Co., Inc.), pp. 377, 378, 384, 1958.

Table II. This chart is to help you determine whether you have shown growth in developing good attitudes. Check each statement as to whether you have made much growth, some growth, little growth, no growth. See letters for marking

TABLE II (Continued)

below. I will also mark the chart, and if we disagree, we will discuss the chart together.

- | | |
|----------------|------------------|
| A. Much growth | C. Little growth |
| B. Some growth | D. No growth |

TABLE III

PUPIL-TEACHER CHECK-LIST OF UNDERSTANDINGS

*Basic Understandings	Pupil Evaluation	Teacher Evaluation
I realize that inventions and science discoveries change peoples' ways of living.		
I conserve natural resources of the United States to help people in less developed countries.		
I have developed good work habits and attitudes.		
I am learning about my country. I will respect and try to improve my country.		
I realize my obligations as a world citizen.		
I know why I must understand democratic principles.		

*See objectives, Chapter II, p. 10.

Table III. Directions: This chart is to help you evaluate yourself as to whether you have acquired the basic understandings of the resource unit. Check the statements that are meaningful and understanding to you. I will also check the chart and have a conference with you.

CHAPTER V

SUMMARY

It was the purpose of this study to investigate ways that would help children at the intermediate grade level acquire an understanding of the people in the countries of Norway, Congo, and China.

The investigator (1) read extensively from varied materials to become informed how understandings of the people of Norway, Congo and China could be developed and to formulate objectives for resource material to be included. In keeping with these objectives, the investigator (2) made a source file of useful teaching materials for teachers and children, including a file for each of the three countries. The source file includes reading materials, visual aids, resource people and places; and a list of free and inexpensive materials. The investigator, as a result of the review of literature, (3) presented a study outline which could be followed in teaching the basic concepts of each cultural region, and (4) devised a check list to determine whether objectives formed from review of literature had been met.

Within this problem of study the investigator reviewed pertinent literature of the field to establish objectives for teaching approaches that would meet the needs

of children in their understanding of the people of the world. The objectives selected for the resource unit were aimed at children's understanding these three countries. The resource unit:

1. Must be different from those of the past.
2. Should help children develop good attitudes and work habits.
3. Should help children develop an understanding of democratic principles and their obligations as world citizens.
4. Should help children understand problems of conservation in American society and hunger, disease, and illiteracy in less developed countries.
5. Should instill in children a knowledge of, and pride in their own country.

In keeping with these objectives, the resource unit was formulated, a study outline was constructed and followed in a teaching unit, using parts of the source file, and a check list was devised to determine whether objectives had been met.

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A. BOOKS

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B. PUBLICATIONS

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- Educational Television, Third and Fourth Grade Social Studies Outline. Louisville, Kentucky: Jefferson County Public Schools, 1958-59.
- Free China's Island Province of Taiwan. New York: China Society of America, 1959, 1.

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- Pearcy, G. Etzel. Africa: Names and Concepts. Washington, D.C.: Department of State Publications, U.S. Government Printing Office, November, 1961.
- Shapp, Martha Glauber, "Using Materials", Social Studies for the Middle Grades. Washington, D.C., 1960.
- Stout, Ruth. "Representative Assembly Addresses," National Education Association Addresses and Proceedings. Washington, D.C.: National Education Association, 1959.

APPENDIX

BOOKLETS, PAMPHLETS, BROCHURES, AND MAPS (Of special interest to teachers)

American Junior Red Cross, care American National Red Cross, Washington 13, D.C. Conducts a number of extracurricular programs for elementary and secondary school pupils in those schools which are members of Junior Red Cross.

Cooperative International Pupil-to Pupil Program, Inc., 261 Constitution Avenue, N.W., Washington, D.C. Program involving the sending of composition books by American pupils to pupils in other lands.

American Friends Service Committee, 20 S. 12th Street, Philadelphia 7, Pennsylvania. Offers "School Affiliation Service", a series of eight special seasonal packets with ideas and materials, also special kits for plays, posters, poems, games, etc.

American Association for the U.N., 345 East 46th Street, New York 17, N.Y. "Resource Handbook". Bibliographies of materials for classroom teaching about the world and the U.N. (20 pages, 15¢).

Department of Public Instruction, State Capitol, Lincoln, Nebraska. "Building International Understanding", (70 pages, free).

World Time Chart. Time chart of the world. Manufacturers Trust Co., International Banking Dept., 55 Broad Street, New York, N.Y.

American Meteorological Society (materials on weather), 45 Beacon Street, Boston 8, Mass. Write for information.

American Geographical Society, Around the World Program, Garden City, N.Y. Write for information.

Turbay, Dr. J. H. Director Air World Education, Trans-World Airlines, 380 Madison Avenue, New York City.

Free Materials

National Geographic Society, 16th and M Streets, Washington, D. C.

List of available materials.

Life Magazine, Jean Barger Parker, Educational Service.
Room 14-30, Time and Life Bldg., New York City

Round the World by Mail. School Division, 505 Fifth Avenue, New York City, \$3.00. An educational program by leading educators and national organizations. Six educational gifts and a 50"x38" wall map of the world with 72 flags of the world, and a teachers' activity kit.

UNICEF Flag Poster. U. S. Committee for UNICEF, Box 1618 Church Street Station, New York City, \$3.00. Large full color poster of children holding flags from many lands.

Mentor Books. 501 Madison Avenue, New York City. A pamphlet by Margaret Mead. Cultural Patterns and Technical Change, 1958, 50¢.

Dairy Council (Polk County), Shops Building, Des Moines, Iowa. Otherwise address National Dairy Council, 111 North Canal Street, Chicago. "It's Always Breakfast Time Somewhere", a chart and food models.

Cram's, 730 E. Washington St., Indianapolis 7, Indiana.
The following materials are available free of charge:
Orienting Ourselves in Our World With Globes.
World Maps and Their Uses.
Trends in the Teaching of Geography.
Trends in Geographic Education.
Global Perspective of One World.
Teaching in a Divided World.

UNESCO Publications Center, 801 Third Avenue, New York City.
Special issues of the UNESCO Courier:
February, 1956, Happy New Year Around the World, 25¢
May, 1958, World Health - Ten Years of Progress, 30¢
August, 1958, Dams Around the World, 30¢
June, 1959, The World's Highways, 30¢

UNESCO Publications Center, 801 Third Avenue, New York.
Round the World With a Postage Stamp. A booklet about the Universal Postal Union, 1954, 38pp., 25¢.

DRAMATICS

U. S. Committee for UNICEF, United Nations, New York.

American Council for Nationalities Service, 20 East
40th Street, New York.

Arts Cooperative Service, 322 East 23rd Street, New York.
Chinese Shadow Plays, Undated, 19 pp., 50¢

MUSIC - GAMES

Hi - Neighbor (Published annually by U. S. Committee for
UNICEF. Contains details, descriptions, photographs,
drawings, sheet music. Write for list of issues.

Fun Around the World. Seashore Press, Pelham, N.Y. Fully
illustrated with games and activities as practiced by
the children in all of the countries represented in the
United Nations.

Friendship Press, 257 Fourth Avenue, New York. Has a series
of 52 page booklets containing games, songs, recipes,
stories, and festivals of foreign countries. Write for
available list.

Cooperative Recreation Service, Inc., Radnor Rd., Delaware,
Ohio. Booklets containing hymns, songs, games, folk-
lore, folk songs, and folk dances. Full information on
request.

Cooperative Recreation Service, Delaware, Ohio. Songs of
Many Nations. A pocket size edition of folk songs,
rounds, hymns, and Negro spirituals.

Cooperative Recreation Services, Delaware, Ohio. Work and
Sing: An International Songbook, 96 pp., 25¢. Pocket
size songs of many nations.

FILMSTRIPS.

Schools Around the World and Beauty Around the World. Script attached: Black and white. World Affairs Committee, Brooklyn College, Brooklyn 10, New York. \$5.00 each.

Life Filmstrips. 9 Rockefeller Plaza, New York 20, N.Y.
Write for list of filmstrips.

FILMS.

Educators' Guide to Free Films. List numerous sources of free films. A copy will be found in local library or Visual Education Department of Local Board of Education or order from Educators Progress Service, Randolph, Wisconsin, \$9.00.

Wonderful World. A 16 mm motion picture filmed in 31 countries. Contact local Coca-Cola Bottler for arrangements to have film shown to class.

Films on Asia. A selected list. Asia Society, 112 East 64th Street, New York 24, New York. List of films, 1958, pp. 28. Free up to ten copies.

SLIDES AND RECORDING

Panorama - Colorslide Programs, Department 016. 111 Fifth Ave., New York 3, N.Y. A travel program in the form of colorslides and accompanying long playing record. Write for full information.

EXHIBITS

Mr. Carl Fox, Brooklyn Museum, Eastern Parkway, Brooklyn 28, New York. Original, native, hand-made art from countries all over the world. These objects include musical instruments, dolls, pottery, etc. Nominal cost only for shipping and insurance.

PEN PALS

The National Education Association. Free list, 1201 - 16th Street, N.W., Washington, D.C.

Children's Pleas for Peace. World Affairs Center, University of Minnesota, Minneapolis 14, Minnesota. Serves correspondents age 10 to 18.

American Council for Nationalities Service, 20 West 40th Street, New York 18, N.Y. Free Booklet, You Can Be a Spokesman for the U.S.

FOODS

Around the World Cookbook. Kalamazoo Stove and Furnace Co., Kalamazoo, Michigan., 50 page booklet, 15¢.

Dining Out in Any Language. Pan-American World Airways, 135 East 42nd Street, New York, N.Y., 35¢.

ART

Art for World Friendship. Mrs. Frederick W. Muller, International Chairman, Art for World Friendship, Friendly Acres, Media, Pennsylvania.

HOBBIES

Mr. Harry Lindquist, Chairman of the Hobby Committee, People-to-People Program, 153 Waverly Place, New York 14, N.Y.

FOREIGN SPEAKERS

Foreign Policy Association. World Affairs Center, 345 East 46th Street, New York 17, N.Y., \$1.00. Contains a directory of over 200 agencies.